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ABSTRACT

The purpose of this Child Development Associate (CDA) training module is to help the CDA intern learn to assess the child's level of large muscle development and provide appropriate activities to foster motor coordination. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide outlines (1) what large muscle development involves, (2) the relation between physical maturation and large muscle development, (3) the values of large muscle activity for young children, (4) the characteristics of an environment that encourages large muscle development, (5) the importance of adequate time for large muscle activities, (6) appropriate teacher guidance for such activities, (7) the importance of including a variety of spontaneous and teacher-directed activities (8) the importance of observing children's behavior, (9) the need for change and challenge in activities, and (10) how to deal with special needs. Supplements include examples of activities and a checklist for assessing large motor skills. (Author/SS)

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Competency Based Training Module #26

LARGE MUSCLE DEVELOPMENT

by

Cheryl Foster

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NOTE TO THE INTERN:

This CDA training module has been prepared as a guide for you and your CDA Advisor to help you to develop certain practical skills necessary for your work in an early childhood center. Although it contains many useful ideas, it is not intended to be a self-study program. Many decisions about your training experiences are left up to you and your CDA Advisor. The activities given in this module are "suggested" activities, and should be used if they are appropriate to your learning needs. You or your Advisor may come up with other activities more appropriate for your particular situation, children, or background of experience and training.

Your Advisor will evaluate your performance in each of the objectives. S/he may do so right away on the basis of skills you already have, or s/he may evaluate you after you have done some learning activities, or both. If you think you already have the skills required by some of the objectives, you should ask to be evaluated right away. You may not have to do any activities for some of the objectives. You do, however, have to demonstrate the required skills for your advisor; you cannot just tell s/him that you have the skills. If your advisor has already observed some of the skills before you entered this module, s/he may check you off on those skills without further observation.

When your Advisor has evaluated your performance in an objective area as satisfactory, s/he will initial and date that objective as completed in your copy of this module. When all of the objectives have been initialled, you have completed the requirements of this module and have earned credit. Keep this module as your permanent record of completion, and as a reference to use in your classroom.

As you can see, how fast you are able to complete this module depends on a lot of things: how much time and effort you can put into it; how much help your Advisor can give you; how much experience and training you have already had.

The Arizona/Nevada HSST/CDA Program hopes that you find your participation in CDA a valuable and practical training experience. We would appreciate any suggestions you may have for improvements in the training program and in this module.

LARGE MUSCLE DEVELOPMENT

CDA TRAINING MODULE #26

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This Module relates to the following CDA Functional Area:

4 - Physical

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LARGE MUSCLE DEVELOPMENT

INTRODUCTION

Early childhood centers have an important role to play in developing children's physical skills. A child builds self-confidence from the ability to control his muscles. When a child is "in tune" with his own body and when he is developing motor skills that enable him to function independently, he has more confidence in his ability to cope with life's demands.

Motor learning is a primary task of the preschool years. The early formative years are the time when the skills of basic motor movements, such as walking, running, jumping, hopping, throwing, and catching are acquired and developed. The teacher of young children needs to provide children with ample opportunities to use their muscles and to make certain that the children have available a range of activities that will develop coordination of large and small muscles.

Large muscle coordination is a function of the child's overall physical development. It occurs at different rates in different children. The teacher's role is to use observation skills to determine the general level of each child in the area of large muscle development and then provide activities which will allow each of them to grow in motor coordination and in the effective use of their bodies. Motor skills, then, develop according to maturity and practice.

Educators are aware that factors related to the physical development of children are crucial to academic tasks such as learning to read. Learning to read demands skill in form perception and symbol recognition. Readiness for these tasks involves development of general coordination, balance, body image and position in space, eye-hand coordination, and control of eye movements. A child progresses from: 1) using his large muscles, such as those in his arms and legs in a coordinated manner, to; 2) coordinating eye and hand movements, to; 3) becoming proficient in tasks such as writing letters and reading words. Because physical development proceeds by stages in which children control large muscles before they control small ones, it is recommended that Interns work with this module on large muscle development before concentrating on the module on small muscle development (Module #27). The teacher of young children needs to have an organized program of activities for developing large muscles before expecting children to do activities that involve the refined use of small muscles such as printing their names.

OBJECTIVES, ACTIVITIES, ASSESSMENT

CDA Intern's Name _____

Date of Entry _____ Date of Completion _____

OBJECTIVES

1. The Intern will be able to discuss the meaning of large muscle development and large muscle activities.

ASSESSMENT_____
date/initial

2. The Intern will be able to identify the sequence of steps in physical maturation as such maturation is related to large muscle development in young children.

ASSESSMENT_____
date/initial

3. The Intern will be able to discuss the values of large muscle activities.

ASSESSMENT_____
date/initial

4. The Intern will provide an environment that encourages large muscle development.

ASSESSMENT_____
date/initialSUGGESTED ACTIVITIES

1. Read Section I of the Study Guide.
 - a. Define large muscle (gross motor) development.
 - b. List the muscles that are considered large muscles.
 - c. Describe a few examples of large muscle activities (using your classroom program activities).
2. Read Section II of the Study Guide.
 - a. Discuss the physical maturation of young children concerning the relationship of the development of large muscles to the development of small muscles.
 - b. Discuss the differences between the large muscle behavior of typical three, four, and five-year-old children.
3. Read Section III of the Study Guide.
 - a. Use examples from your classroom as illustrations of the various values of large muscle activities.
 - b. Discuss with your Advisor ways in which you use body movement activities to help children in learning specific concepts.
4. Read Section IV of the Study Guide.
 - a. Evaluate your attitude toward large muscle activities. Are you active with the children? In what ways do you encourage children to try new large muscle skills and activities?
 - b. List the large muscle activities that are available in each interest area in your classroom.

OBJECTIVES

5. The Intern will provide adequate time for large muscle activities.

ASSESSMENT

date/initial

6. The Intern will provide adequate guidance for large muscle activities.

ASSESSMENT

date/initial

7. The Intern will provide for a wide range of activities both spontaneous and teacher-directed.

ASSESSMENT

date/initial

SUGGESTED ACTIVITIES

- c. Evaluate your outdoor space and equipment for large muscle activities.
 - d. Add new pieces of indoor and/or outdoor equipment suitable for large muscle development to your program supply.
5. Read Section V of the Study Guide.
- a. Present a two-week schedule to your Advisor, pointing out the times children have the opportunity to participate in large muscle activities.
 - b. Learn at least two body movement or wiggle songs to use as transitions from active to quiet periods or when children need a chance to exercise during a period of quiet activities.
6. Read Section VI of the Study Guide.
- a. Have your Advisor observe your interaction with children during large muscle activities and give you feedback relating to safety factors, encouraging sharing, teaching specific skills, encouraging children to try new skills, and children's responsibility for the care of equipment and materials.
 - b. Outline a plan for meeting your specific needs in this area of guidance for large muscle activities (for example, if the children are fighting over the use of several of the wheel toys, you may need to jot down a plan for ways you can alter that situation).
7. Read Section VII of the Study Guide.
- a. Discuss with your Advisor the importance of each of the types of activities listed in the Study Guide: Body awareness, space and direction, balance, basic movement, and catching and throwing.
 - b. Demonstrate for your Advisor your provision for spontaneous activities in the areas listed above.

OBJECTIVES

8. The Intern will observe individual children to assess their abilities and needs in large muscle development.

ASSESSMENT

date/initial

9. The Intern will apply information gained from observation to provide for change and challenge as large muscle development progresses.

ASSESSMENT

date/initial

SUGGESTED ACTIVITIES

- c. Use the supplements and/or other resources to find ideas for teacher-directed activities in the various areas of large muscle skills. List the activities you use and evaluate your use of them with your Advisor.
 - d. Use other appropriate modules (such as #23, Music and Creative Movement; #25, Creative Media; #30, Woodworking; #32, Clay) as sources of ideas for large muscle activities.
8. Read Section VIII of the Study Guide.
- a. Use anecdotal record forms to record observations concerning large muscle development as you carefully observe children during daily program activities.
 - b. Use the check list in the Supplement to keep a record of each child's ability and growth in large muscle behavior.
9. Read Section IX of the Study Guide.
- a. Refer to anecdotal records and check lists to assist you in planning for each child's large muscle development needs.
 - b. Use five children as examples and list ways you've provided for activities which assure continuous growth for each child (include your use of verbal cues and rotation of equipment).
 - c. Draw up a plan designed to meet the present needs of several of the children in your classroom (grouping in small groups when appropriate, using one-to-one guidance when possible).

OBJECTIVES

10. The Intern will utilize available resources to help meet special needs in the area of large muscle development.

ASSESSMENT

date/initial

11. The Intern will make an implementation plan, stating how the skills and information gained through completing this module will be incorporated into s/his ongoing teaching.

ASSESSMENT

date/initial

(NOTE: The Intern may wish to adopt for continued use a general checklist which covers large muscle skills among other areas, in place of the specific checklist provided in this module.)

SUGGESTED ACTIVITIES

10. Read Section X of the Study Guide.
- Identify specific special needs in large muscle development among the boys and girls in your classroom.
 - List the resources available to you that can help you meet these special needs.
 - Make plans to utilize the appropriate resources.
 - Discuss with your Advisor the ways in which you provide extra encouragement for those children with special gross motor needs.
 - Do a follow-up evaluation of the progress of those children with special needs.
11. Review with your Advisor the new skills you have gained in planning and providing large muscle development activities. Make an implementation plan, answering these questions:
- What skills will you use in your regular teaching?
 - What schedule will you use, incorporating these new skills (how often will you use the new activities and skills)?
 - When do you want to review your implementation progress with your Advisor?

Insert your implementation plan into your CDA Portfolio and refer to it periodically to check your own progress.

LARGE MUSCLE DEVELOPMENT

STUDY GUIDE

I. What is large muscle development?

- A. Motor development refers to how a child manages his body (both large and small muscles) and what he can do with it.
- B. Gross motor development refers to a child's use of his large muscles. "Gross motor development" and "large muscle development" are often used interchangeably.
- C. Which muscles are referred to as large muscles and which muscles are referred to as small muscles?
 1. The large muscles are those of the upper and lower arms, upper and lower legs and those that control head, shoulder, and hip movements.
 2. Small muscles are the muscles of the hands, wrists, toes, and eyes.
- D. Skills in using large muscles develop through vigorous, active play. A few examples of large muscle activities are the following:
 1. Riding wheel toys
 2. Running, sometimes barefoot
 3. Digging with a shovel
 4. Balancing by walking on low boards
 5. Pulling a loaded wagon
 6. Lifting and piling large hollow blocks or boxes
 7. Climbing on a jungle gym, rope ladder, in a tree, or over a box
 8. Pounding nails or sawing
 9. Swinging in a swing, or on the rungs of a bar or a horizontal ladder
 10. Throwing beanbags at a target
 11. Dancing to music
 12. Sweeping with a broom
 13. Drawing large circles on a chalkboard

II. What do teachers of young children need to know about physical maturation as related to large muscle development in young children?

- A. Physical maturation is an orderly process in which children develop control over their large muscles before they can control their small ones.
1. Development proceeds from the upper portions of the body toward the lower portion (head→toes) and from the center of the body to the outer body parts (mid-chest→arms and hands). See illustration.

PATTERN OF MATURATION

LARGE MUSCLES

Head
Trunk
Neck
Arms
Legs

DEVELOP BEFORE

SMALL MUSCLES



- Fingers
Hands
Wrists
eyes
2. A child can move his chest and arms before he can pick up objects with his fingers.
 3. The young child kicks with his entire body before he coordinates his feet, legs, and arms.
- B. Both large and small muscles grow stronger and develop only as a child practices using them, and it is only by first developing large motor skills that a child can go on to learning small motor skills.
- C. Listed here are some general characteristics of large muscle behavior of three, four, and five-year-olds. These are examples of typical behavior for children of these ages. Ability will vary from child to child.
1. Age Three
 - a. Especially concerned with using his large muscles and enjoys active motor play.
 - b. Can alternate feet going up stairs, a foot to a step.
 - c. Can jump from bottom stair, lands on both feet.
 - d. Can ride a tricycle.

- e. Can tip toe and keep balance.
- f. Can stand on one foot and maintain momentary balance.

2. Age Four

- a. More vigorous in his active play than at age three; moves faster but has more ability to control his movements in such ways as sudden starts and stops.
- b. Can walk up and down stairs quite easily, can walk down stairs alternating forward foot.
- c. Can hop on one foot for two or three hops.
- d. Can skip on one foot; the alternate foot takes a walking step forward.
- e. Can stand on one foot for four to eight seconds.
- f. Can walk across a walking board touching the ground once to balance.
- g. Can do a running or standing broad jump using both feet, as from one rug to another.
- h. Can throw a ball overhand.

3. Age Five

- a. Runs faster, climbs higher and more freely. Play is vigorous as he runs, climbs, reaches, and grasps.
- b. Has better balance and muscle control than he had at four.
- c. Can hop on one foot for 10 to 12 feet
- d. Can skip using feet alternately.
- e. Can stand on one foot for more than eight seconds.
- f. Can walk a walking board without stepping off for the full length.
- g. Can walk down stairs alternating feet.
- h. Can throw and kick a ball simultaneously.

For a detailed chart of physical skills related to age, see Schoedler, p. 9.

III. What are the values of large muscle activity for young children?

- A. It is necessary for a young, growing child to develop basic physical abilities so that he can move around in his world with reasonable ease and efficiency.
- B. As a child practices individual motor skills, he is building self assurance.
 - 1. A child is trying and testing himself as he manipulates the blocks, swing, hammer, and saw.
 - 2. A healthy child enjoys practicing until he masters a skill.
 - 3. He is building a positive self-concept as he learns more and more new motor skills. Examples:
 - a. After a child has mastered the art of riding a tricycle, he goes fast on it, cuts corners, rides close to objects. He is enjoying his competence and is gaining confidence from it.
 - b. A child feels a real sense of accomplishment when he has finally reached the top of the climbing apparatus. He is ready to accept a new challenge.
- C. Vigorous physical activity stimulates all vital body processes such as circulation, respiration, appetite, and elimination.
 - 1. A child's eating habits are likely to improve.
 - 2. Rest is usually more welcome when a child gets adequate physical activity.
- D. Large muscle activity provides a release from tensions that children build up during prolonged sitting, thinking, and being quiet.
- E. Outdoor large muscle activity has special advantages.
 - 1. It affords children the opportunity to feel free and enjoy fresh air and sunshine.
 - 2. Children usually talk, shout, laugh, sing, run, and jump with less restraint outdoors than they do indoors.
- F. Negative and hostile feelings can be drained off through large muscle activities. See also Module #22, Encouraging the Open Expression of Feelings.
 - 1. Motor expressions offer the simple, most direct means for children to drain off feelings. That is why hitting, pushing, and biting are common among young children.
 - 2. Vigorous physical activity such as pounding, throwing a ball hard against something, or running are more acceptable outlets for feelings. Outlets that hurt other children are not acceptable.

G. Developing large muscle coordination leads to improved small muscle coordination. Examples:

1. The handling skills acquired in bouncing a ball have a definite carry-over value in handwriting, turning pages, tying shoes, and buttoning coats.
2. To hit a moving ball, the hand must follow the eye. In copying a letter, the hand must reproduce what the eye sees.

H. Physical and mental development are related in many ways.

1. An active body is a tool that children bring to the preschool situation to help them learn.
2. A child develops his kinesthetic sense by using his large muscles, and developing the kinesthetic sense is a foundation for learning concepts. (Kinesthetic sense means the ability to feel, or sense, the position and movement of your body. Close your eyes and move your right hand around. Without opening your eyes, you can tell how your hand and fingers are positioned. Bring your thumb and forefinger slowly together. Can you predict exactly when they will touch? You have a well-developed kinesthetic sense which the young child has not yet developed fully.)
 - a. A child's kinesthetic impressions are formed as he uses his body to know what it feels like to roll down a slope, to lift a board, or to throw a ball.
 - b. A child experiences distances and depths as he jumps from a step. In this way a child is developing and testing perception in depth.
 - c. Kinesthetic perception is refined as a child reaches out and touches, jumps, climbs, and rolls over.
3. A child uses his whole body to explore the world, to experiment with and manipulate his environment. Physical activities are then translated into learning. Example: A child who is playing with blocks arranges and rearranges them, succeeds and fails in his building efforts, and is learning about size, shape, and quantity as he works out his plans for building.
4. Body movement is the foundation for learning specific concepts.
 - a. Body movement contributes to sensory perception, imagery, and thought. As the body moves, sensory perception changes.
 - b. Each human being organizes his experiences into his own patterns.
 - c. Large muscle activity allows experience in concepts such as high-low, fast-slow, and long-short.
 - d. Climbing through objects which are in the shape of circles, squares, and triangles affords children experience in forming concepts about shape.

- e. Children learn about space by fitting themselves into it. They also learn about space by putting blocks into a wagon or by fitting boxes into each other.
- 5. Children with good motor development are often more receptive to learning.
 - a. The coordinated child can accomplish his tasks without paying particular attention to the individual movements involved in the task at hand. Example: A teacher gives a verbal direction such as "Delbert, go across the room and bring me the red block." If the child has to concentrate on movements, he might forget which object he went to find.
 - b. Physical competence encourages intellectual confidence. A coordinated child will venture out to try new and different activities to a greater degree than will an awkward child.
 - c. Being able to manage his body well makes learning more fun for a child. It is likely he will enjoy group activities more.
- 6. The relationship between physical and mental development could be summarized by noting that a necessary basis for learning is a knowledge of one's own body, how one can move it effectively, and where one is in space.

IV. A teacher of young children must provide an environment that encourages large muscle development.

- A. The teacher's attitude has a pronounced effect on the value of large muscle activities for the children in the center.
 - 1. It is important to remember that play is the life work of a child and basic to a child's existence. When a child plays, he is practicing motor skills.
 - 2. A teacher who is active with the children is contributing much toward building a positive environment for large muscle activity.
 - a. As much teacher involvement is required in the outdoor program as in the indoor program.
 - b. Time allotted for spontaneous large muscle activities outdoors is not a time for the teacher to rest or catch up on gossip.
 - 3. A teacher who encourages a child to try new skills and helps him to succeed will do much toward building a positive self-concept in children.
- B. The space available for large muscle activities must be adequate and appropriate.
 - 1. The space available for a large muscle activity should contribute in a positive way to the activity presented.

2. The space needed will vary, depending upon the type of activity.
 - a. Group space is that space that is needed to conduct a large or a total class activity.
 - b. Body space is that space needed to conduct an individualized activity such as an activity taught through a movement exploration approach. Each child's needs for body space will vary for the same activity.
3. Outdoor space for large muscle activities needs special consideration.
 - a. A wise teacher uses the outdoors as an extension of the classroom.
 - b. In recent years the emphasis has been on developing new designs in children's playgrounds using a variety of materials.
 - c. The area should be fenced so that children can use it without fear.
 - d. There should be both shady and sunny areas.
 - e. If possible, there should be different kinds of surfaces such as grassy areas for running and rolling and a harder surface for wheel toys.
 - f. A large sand area should be available.
 - g. Elevations in the ground provide for running up and down little slopes.
 - h. Storage space with easy access to materials should be available.
 - i. The space available should remain uncluttered. Remember that children need free space for running, enough space so that several children can run at the same time without running into obstacles.
 - j. The equipment and materials should be arranged in such a way that children are encouraged in spontaneous play.
- C. The equipment and materials that a teacher makes available should provide a variety of levels and challenges to the children - opportunities for:
 1. Running.
 2. Climbing.
 3. Swinging.
 4. Jumping.
 5. Crawling.
 6. Skipping.
 7. Dancing.

8. Balancing.
 9. Pushing.
 10. Pulling.
 11. Lifting.
 12. Sliding.
 13. Riding.
 14. Steering.
 15. Pedaling.
 16. Gripping.
 17. Chinning.
 18. Building.
 19. Pounding.
 20. Throwing.
- D. The following are examples of equipment appropriate for large muscle activities for young children:
1. Jungle gym or other climbing apparatus.
 - a. It offers a challenge to children's climbing muscles and to their imaginations.
 - b. It should be sturdy.
 - c. It should be located on a grassy surface or with tanbark, sawdust, or pine straw under it so that falls will be cushioned.
 2. Trees.
 - a. Live trees provide challenging climbing experiences for children.
 - b. A fallen tree trimmed down to two or three major forks provides children with a gnarled surface for climbing, sitting, and jumping.
 3. Swings (help to develop the large back muscles through pushing and pulling).
 - a. A rubber tire attached to a rope on a solid, stationary pole or a tree serves as a satisfactory swing.
 - b. The glider type of swing that operates on a push-pull motion enables a child to swing without help.
 - c. Younger children can safely use a strap seat type of swing.

- d. A rigid seat made of lightweight plastic is suitable for older children.
 - e. Situating swings on the outer edge of the play yard keeps traffic areas clear.
4. Slides.
- a. Possibilities are regular slides or slides built into tree houses or other structures.
 - b. The slide should be low enough for the teacher to reach the child at the top, especially when younger children are using it.
 - c. The slide should be flat enough on the bottom so that children will not fall out onto the ground after a fast ride.
5. Sturdy wheel toys - tricycles of various sizes, wagons, tractors.
- a. Wheel toys help develop leg muscles.
 - b. Pulling and pushing wheelbarrows and wagons develops coordination of the back and arm muscles.
6. Rocking boat type equipment to stand on and sit on (develops arm and leg muscle coordination).
7. Seesaws - moveable pieces of equipment can be arranged to provide for the experience of a seesaw.
8. Many sizes and types of balls.
- a. Activities with balls foster judgment and coordination related to catching, throwing, kicking, and chasing.
 - b. Small ones can be grasped in a child's hand and larger ones require two hands and extra force to control.
 - c. Balls of different textures provide an added experience.
9. Beanbags.
- a. Use them for throwing, catching, and aiming at targets.
 - b. Playing with beanbags involves both the large muscles of the arm and back and the smaller muscles of the wrists, fingers, and eyes.
10. Boxes, baskets, or a simple wire hoop (targets for balls and beanbags).
11. Large hollow blocks.
12. Large boxes.
13. Cable spools.
14. Steps, ladder (develops coordination of the leg muscles).

15. Sawhorses.
16. Logs.
17. Planks.
18. Bowling pins.
19. Punching bags (develops coordination of the arm and back muscles).
20. Plastic hoops (for spinning, twirling, and rolling).
21. Ropes.
22. Rope net.
 - a. When climbing a rope net, children make use of many muscles in the body.
 - b. It is strong and durable so a child can depend on it to hold his weight.
 - c. Its shakiness provides a certain kind of risk which children find challenging.
23. Tires and inner tubes.
24. Crawlers (concrete pipes can be painted and decorated to make happy hiding places for children).
25. Blocks of wood (for pedestals to improve balance).
26. Carpet strips and squares.
 - a. Use a strip 2" wide and 6 ft. long for balancing.
 - b. Use squares 6" x 6" for stepping stones.
27. Balance beam, also called a walking board - 2 x 4 on a sturdy frame.
28. Low stilts (for balancing)
29. Jumping board (provides practice in jumping, improves balance).
30. Balance board (provides an opportunity to coordinate the use of arm and leg muscles).
31. Twist board.
32. A playhouse structure with stairs and ladders (develops climbing skills).
33. Old cars or trucks or boats.
34. Sand and water and tools for digging and pouring.

- 35. Workbenches and woodworking tools.
- 36. Chalkboard and chalk.
- 37. Indoor and outdoor obstacle courses.

V. A teacher needs to provide adequate time for large muscle activities.

- A. The children should have opportunities for large muscle activity both indoors and outdoors.
- B. Many other curriculum areas also naturally involve large muscle activities. See Clay (Module #32), Blocks (Module #18), Dramatic Play (Module #24), Creative Media (Module #25), Music and Creative Movement (Module #23), and Woodworking (Module #30).
- C. The schedule should be arranged in such a way that large muscle activities are intermittent throughout the day. See Planned Arrangements and Schedules (Module #3).
 - 1. When a teacher observes that the children are having difficulty concentrating or sitting still, it may be appropriate to switch to a large muscle activity whether one is scheduled or not.
 - 2. Carefully consider the time and timing of large muscle activities so that you avoid overtiring children who use the large muscle equipment extensively.
- D. The children should have many choices open to them as possibilities for large muscle activities. Children should be allowed to choose the activities that they would like to do.
- E. If a non-directed spontaneous activity is being successful, it is not necessary to switch to a teacher-directed activity if the same goal is being accomplished.

VI. What are some examples of appropriate teacher guidance for large muscle activities?

- A. General safety hints - to allow for safe participation in activities.
 - 1. Provide space for active games between groups of children and away from potentially dangerous objects.
 - 2. Know the physical condition of your children, especially after illness or injury.
 - 3. Observe carefully for illness or slight injuries. Children may ignore or exaggerate for social reasons.
 - 4. Stress the rule "WATCH WHERE YOU ARE MOVING" to help children stay out of each other's way.
 - 5. Never throw an object to a child unless he is watching and is ready to catch it.

6. Select activities which are within a child's range of ability.
7. Check all equipment for safety factors:
 - a. Make sure non-poisonous paints are used.
 - b. Check moving parts and bolts regularly.
 - c. Check to see that corners are rounded rather than pointed and sharp.
- B. Set limits to protect the safety of the children, to protect the learning environment, and to protect property.
 1. Define the limitations, and give reasons for such rules.
 2. Remove a child if he does not abide by the rules.
- C. What factors are important to know in dealing with the concern that children will hurt themselves?
 1. If one understands the facts about physical and motor development of young children, this helps overcome any excessive concern that children will hurt themselves.
 - a. It provides clues as to when children's safety requires the teacher to stop an activity.
 - b. It prevents unnecessary labeling of activities as "dangerous".
 2. Though many adults are fearful when children climb, they can feel reassured if they realize that a child will climb only as high as he feels safe. If he is overencouraged to go beyond that point or if he appears to be showing off, then the teacher should stay close by to prevent accidents.
 3. Having removed any real risk factors and set appropriate limits, don't be afraid to allow the children to move freely and explore.
- D. Providing guidance for a potentially unsafe activity requires an alert and aware teacher.
 1. If an activity begins to look unsafe, move closer to the group. The movement of a teacher close to a play group is a reminder to the children to stay within acceptable limits.
 2. If a group is too large, directly or indirectly extend the play to a larger area. Reduce the size of the group of children to a safe number.
 3. The key to safety is wise supervision with a minimum of interference.

E. Even though you have removed risks and set appropriate limits, what are some factors to keep in mind when dealing with emergencies?
(See also Module #2, Health and Safety)

1. Be aware of school procedures for accidents and injuries.
2. If a child falls while playing, comfort him on the ground for a few moments while trying to determine the seriousness of his injury.
3. A teacher's calmness can relax the hurt child and reassure the other children.

F. A teacher's guidance is required in encouraging children to share.

1. Keep in mind age differences concerning sharing. Though each child varies in his social behavior, following is a description of typical behavior concerning sharing:
 - a. A three-year-old is just beginning to understand taking turns and sharing toys.
 - b. A four-year-old understands sharing toys and will share more with special friends than with other children.
 - c. A five-year-old can play and work with a larger number of children than a four-year-old.
2. A new toy may need to be rationed until children feel free to share it.
 - a. In rationing one hopes to insure equal use of a given supply. (example: limiting the use of a popular new tricycle to 10 minutes for one child, then letting another child have a turn).
 - b. In sharing one finds satisfaction in mutual or partial use of a thing.
3. Children will be more likely to share voluntarily, happily, and frequently when they feel that they can decide when to let someone else have a toy. Try the "Yours while you are using it" policy.
4. It is helpful to verbally identify and label the act of sharing so that a child will grasp the meaning of that expression. A teacher shows approval by repeating the behavior. Example: "Danny, I like the way you share the wagon with Gary. When you let Gary ride in the wagon with you, you are sharing."
5. Observe and prevent the practice of one child or a clique of children tyrannizing the others to get certain equipment. For example, you might try letting certain groups go to the playground first: "Girls go to the playground first today." or "Everyone wearing blue goes to the playground first today."

G. Provide guidance for helping a child learn a particular skill.

1. Here are some ideas for helping a child learn to "pump" on a swing:

- a. Put a plank under the swing. Have the child walk backward on the plank. As he sits down, his feet go up in the air and he "takes off".
- b. Instead of pushing from behind, pull a child forward in a swing grasping the feet in a slight tug. Let go and he begins swinging. As he comes forward, have him reach with his feet for your hands which are held higher and higher. Also use verbal encouragement: "Bend and stretch."

2. Help a child get beyond an obstacle so that he can complete a task.
Example: Help a child to a certain point as he is trying to pull off his boots. Then let him finish the task.

H. Help build self confidence as children venture out and want to try new skills. Children need the closeness of a supportive adult.

1. For the child who is not particularly agile when climbing or walking on a balance beam, offer a steadying hand until he has practiced enough and increased his confidence to a point where he can try it on his own.
2. Stand nearby when a child tries new tricks and offer encouragement and praise. "I see that you can go all the way across the bars now."
3. Sometimes children do not want help, but they do want a teacher to see what they are doing.

I. Provide guidance during clean-up time. Let the children take responsibility for moving equipment and materials back and forth when it is physically feasible for them to do so.

VII. A teacher of young children needs to provide for a variety of spontaneous and teacher-directed activities when planning the program aimed at developing children's large muscles.

A. Body awareness

1. It is through body awareness activities that a child develops knowledge and feeling which provide the base for movement exploration.
2. The child must be aware of his body to be able to use correct posture, alter movements while in progress, and plan movements based on his past experiences.
3. In the eyes of the young child, the body is like an unexplored country and he needs to learn its parts and the purposes for which they can be used.

4. As a child is able to identify his body parts and has repeated experiences in observing the many relationships of one part to another, he is developing a reliable and consistent body image which helps him to function successfully within his environment.
5. Teachers can help build body awareness by talking about the specific body parts as this applies in daily classroom activities. Examples: "I see that you have sand sticking to your knees." "That boy in the picture has a kitten sitting on his shoulder."
6. See the Supplement for examples of body awareness activities.

B. Space and direction

1. After developing the awareness of body image, a child must be able to identify his body position in relation to his surroundings (space) and he must also realize how he must move, the course he must follow, in order to change from his present position to his destination (direction).
2. A child's awareness of space and direction is an early step in the process of learning to read from left to right and has carry over into arithmetic skills that are expected of six- and seven-year-old children.
3. A teacher can help children discover space and direction by calling attention to certain concepts during spontaneous gross motor activities. Examples:
 "I see you can crawl through that tunnel."
 "See if anyone is behind you before you come back down the steps."
 "Drive the tricycle between the two poles."
 "Did you have fun running around and around the big box?"
 "Will the car fit under your block bridge?"
 "Jason threw the ball over David's head."
4. See the Supplement for activities which emphasize space and direction.

C. Balance

1. Balance is the ability of the child to coordinate the body halves either while he is in a stable position or in a dynamic situation.
2. The development of a sense of balance is basic to most other motor activities.
3. The balancing skill relates to a child's physical readiness for concentrating and controlling body movements, and his readiness for reading and writing.

4. The sense of balance is related to the sense of sidedness. This sense of sidedness within one's own body and the ability to project this sense or image onto objects perceived outside one's self is essential for learning to read. You must begin consistently at the left side of the page when reading.
 5. When performing movements, a child must constantly readjust body positions to maintain balance. This requires a broad foundation of balance experience.
 6. Equipment and materials which increase children's balance skills should be available for their spontaneous use during free play activity.
 7. See the Supplement for examples of balance activities and appropriate equipment.
- D. Basic movements - walking, running, hopping, skipping, jumping, landing, falling, starting, stopping, climbing, sliding, moving arms and legs.
1. The goal of activities in this area should be that a child will be able to perform basic movements necessary to meet the demands of daily school, life, and play situations.
 2. By providing many basic movement opportunities, a teacher will hope to see coordinated movements more evident than awkward and tense movements.
 - a. A well-coordinated movement is one that is performed with timing, balance, ease, and efficiency.
 - b. The degree of coordination a child demonstrates in performing movements is affected by muscle development, repetition, reflexes, and stage of learning.
 3. The difficulty of a particular movement is affected by the number of body parts involved and by the duration of the movement. A teacher should present easy movements in a single pattern first and then increase the complexity.
 4. By having access to appropriate equipment and materials (See Section IV-D of the Study Guide), a child will be spontaneously involved in basic movements of many types. Availability, arrangement, and teacher encouragement are keys to a child's spontaneous use of such equipment.
 5. Activities for this section include elaboration on specific skills, basic movement rhythms, singing games, dances, movement exploration activities, and group games. See Supplement and other related modules. (Example, Module #23, Music and Creative Movement)
- E. Ball activities - catching and throwing objects
1. Coordination is necessary between the body movement and the perception of the object whether catching or throwing.

2. Receiving and propelling objects involves body awareness to position the body correctly.
 - a. Balance is required to position the body correctly and to establish a stable base of support.
 - b. To throw a ball, a child must coordinate his arms and legs with the rest of his body.
3. Hand-eye coordination is developed by practice in throwing something where one wants it to go.
4. Catching, pushing, rolling, bouncing, kicking, and throwing are all skills involved in this section.
5. In receiving objects a child will:
 - a. First use arms and body to assist in catching an object.
 - b. Use just his arms and then just his hands as skills improve.
6. Objects for catching activities should first be those that are slower moving and have less resiliency (examples: yarn balls, balloons). Also, the larger the object, the easier it is to catch.
7. Targets for objects thrown should be near, stationary, and large at first. As skills improve, gradually reduce the size and increase the distance.
8. See the Supplement for appropriate materials and specific activities for increasing skill in catching and throwing.

VIII. It is necessary for a teacher to spend time observing children in s/his classroom in order to determine their abilities and needs in large muscle skills.

- A. Observing the children's interests and needs will serve as a teacher guideline in planning activities and arranging equipment.
- B. To assess motor development observe a child in numerous real-life situations as well as some that have been "staged".
 1. "Staging" a situation can mean observing for specific skills in the context of a game rather than making a formal "testing" situation apparent.
 2. In some observation situations, it is helpful to have one teacher direct the activity while another teacher does the observing for specific skills.
- C. In observing children, try to get the overall impression of the skill and comfort with which a child accomplishes common activities.
 1. How does a child get into and out of a chair at the table? Watch how he adjusts its position if it is not close enough to the table.

- a. Does he get up and go around it and give it a push, or,
 - b. Can he skillfully hitch himself forward in the chair to just the right position?
2. How does a child move on stairs?
 - a. Does he hold the rail or need a hand?
 - b. Does he use parallel steppage with both feet resting on every step or alternating steppage with one foot to each step with continuing motion forward?
 - c. Can he jump easily from the last step?
3. What is a child's gait like as he walks and runs?
 - a. Is it wide-based and cautious like a toddler's with upper body weight poorly balanced, or,
 - b. Can he move with assurance swinging arms and body weight to match the rhythm of his feet?
4. What happens when obstacles are in his path? Does it take concentration to get past a wrinkle in the rug, several chairs, or toys on the floor?
5. What is your impression of his sense of body in space?
 - a. Does he seem to know how much room he needs in which to move?
 - b. Does he anticipate the moves of others?
 - c. Does he have a problem with bumping into things and people, knocking down or spilling things?
- D. Evidences of a child's motor control can be observed during many program activities. Observe and compare abilities during:
 1. Outdoor play performance.
 2. Artwork activities - gross motor skills can be observed as he uses his arms and hands for coloring on large pieces of paper, for easel painting, and for drawing with large motions on a chalkboard.
 3. Action songs - Sing an action song such as "If You're Happy and You Know It." Use different directions: Clap your hands, tap your head, shake your foot.
 4. An obstacle course activity - Build an obstacle course out of classroom equipment and watch how the children negotiate it:
 - a. A table to crawl under.
 - b. Two chairs placed close together so that children turn sideways to squeeze through.

- c. A broom handle or yard stick across two chairs to crawl under.
 - d. A small obstacle to step or jump over.
5. Simple "Follow Directions" activities.
- a. Stand in front of the doll bed.
 - b. Stand behind the block house.
 - c. Stand on top of the box.
 - d. Stand beside the chair.
6. Simple follow-the-leader or mirroring games. - These may involve touching various body parts, raising arms or legs in symmetrical and diagonal patterns, moving just one arm or leg.
- a. Observe how easily the child performs these skills.
 - b. Can he isolate one arm for a movement while the other remains still, or does the other arm creep up and reflect the movement in the arm he is concentrating on?
 - c. Can he imitate your movement in one smooth motion while watching you or must he keep checking visually and compare his position with yours?
7. A stepping-stone game.
- a. Arrange loose floor tiles or squares of construction paper in a pattern on the floor.
 - b. Ask children to walk across the room stepping only on designated squares.
8. Various rope game activities.
- a. Put a long rope on the floor in a zigzag pattern; have the children walk it.
 - b. Put the rope in a straight line and pretend it is a tightrope. Have the children "walk the tightrope" with a real or pretend umbrella in their hands for balance. Note the balancing ability of each child.
 - c. Have two children take turns holding the rope very high at first and gradually lower and lower. Have the other children go under it without touching it.
 - d. Place the rope straight out on the floor. Have the children walk across it, hop on one foot across it, hop on two feet across it, or cross it any number of ways. Note each child's physical control during these activities.

E. Observe to determine if a child knows his own limits.

1. Does he dare to try things within a realistic range, or,
2. Does he exhibit active avoidance patterns?
 - a. Is this a child who feels frightened and insecure about trying things with his body?
 - b. Does he make up excuses for spending all his time in less active pursuits or as an onlooker?

F. Use the above activities, typical motor behavior information in Section II of the Study guide, and the motor skills check list in the Supplement to implement an ongoing program of observing motor skills in your classroom. See also Module #8, Techniques for Observing Children. A motor skills check list such as the one provided in the Supplement, should be completed three or more times during a school year.

IX. A teacher needs to provide for change and challenge in large muscle activities to help children continue to develop in their gross motor skills.

A. Ongoing observation is necessary, and records of the child's growth in physical skills should be kept in his individual profile to aid the teacher in providing activities that assure growth without frustration and failure.

B. Motivate and challenge according to the child's own record.

1. A good program of physical activities is noncompetitive. This is especially important for those who are just beginning to venture.
 2. Children with different abilities can use the same equipment with satisfaction.
 3. Verbally identify specific situations in which the children are growing in skill. Examples:
 - a. "You are swinging higher than you did yesterday."
 - b. "It is easier for you to throw the beanbags in the basket now."
 4. Success is the best motivator for continued interest. Tasks they can do are more important than attempts and failures at tasks too difficult.
 5. The child who is most reluctant to try new things needs special attention. Provide sequential activities in small steps.
- C. There are appropriate techniques for a teacher to lessen, or to increase the challenge of a task as children show frustration or mastery with the equipment.
1. Verbal cues and/or simple physical gestures can be used to encourage children and to increase their satisfaction. Examples:

- a. "The ball is coming toward your hands."
 - b. "Try to throw the beanbag 'softer' this time."
- 2. In evaluating your verbal cues, ask yourself:
 - a. Did the children understand the words I used?
 - b. Were my suggestions within their level of performance?
- D. Rotate yard equipment to provide maximum benefits for the children.
 - 1. Regroup moveable equipment to stimulate new use of it. Example: Rearrange boards and boxes in new patterns to encourage more climbing.
 - 2. Include some pieces of equipment that are difficult to master at first.
 - 3. As you observe the play, extend the range of experience by moving targets farther away or by turning the walking board from the wide side to the narrow side.
- X. Available resources should be utilized to help meet special needs in the area of gross motor skills.
 - A. Ongoing observation is necessary to identify those children with special needs.
 - B. Provide extra encouragement for those children with significant motor coordination problems.
 - 1. A child with coordination problems is likely to have a harder time with other skills.
 - 2. He is likely to develop an image of himself as incompetent and to have trouble in social situations.
 - 3. Problems in coordination are often related to problems in perception, which in turn, influence school learning.
 - 4. Provide as many situations as possible where this child can experience success so as to build and maintain a positive self image.
 - C. Seek help from outside resources when this is appropriate and possible.
 - 1. Use appropriate reference materials to help the child with special needs in the area of gross motor skills.
 - 2. Make the appropriate referrals, and utilize the help of the handicapped program in your area.
 - D. Work with the parents of the child with special motor skill needs to assure that the child is getting necessary training and encouragement at home, too.

RESOURCES FOR FURTHER STUDY

*Indicates excellent sources of large muscle development activities to use with the children.

- *1. Baker, Katherine Read. LET'S PLAY OUTDOORS. Rev. ed. Washington, D.C.: National Association for the Education of Young Children, 1970.
(NAEYC Publication #101 - Price - \$1.00)
- *2. Bentley, William G. LEARNING TO MOVE AND MOVING TO LEARN. New York: Citation Press, 1970.
- *3. Brake, Rachel G. DEVELOPING PREREADING SKILLS. New York: Holt Rinehart and Winston, Inc., 1972. (240 cards - one section on gross motor skills)
4. Brophy, Jere; Good, Thomas; and Nedler, Shari. TEACHING IN THE PRESCHOOL. New York: Harper and Row, Publishers, 1975.
- *5. Cherry, Clare. CREATIVE MOVEMENT FOR THE DEVELOPING CHILD. Belmont, Calif.: Fearon Publishers, Inc., 1971.
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7. Cratty, Bryant J. ACTIVE LEARNING: GAMES TO ENHANCE ACADEMIC ABILITIES. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971.
- *8. Edmund, Doris. LET'S BEGIN. Monterey Park, Calif.: Creative Teaching Press, Inc., 1971. (card file of ideas - one section on movement education)
9. Engstrom, Georgianna, ed. THE SIGNIFICANCE OF THE YOUNG CHILD'S MOTOR DEVELOPMENT. Washington, D.C.: National Association for the Education of Young Children, 1971.
- *10. Frostig, Marianne. MOVE, GROW, LEARN: MOVEMENT EDUCATION ACTIVITIES. Chicago: Follett Educational Corporation, 1969. (185 activity cards)
11. Gerhardt, Lydia A. MOVING AND KNOWING. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1973.
12. Hildebrand, Verna. INTRODUCTION TO EARLY CHILDHOOD EDUCATION. New York: Macmillan Publishing Co., 1971.
13. Hoyser, Elizabeth. PERCEPTUAL MOTOR DEVELOPMENT. Boise, Idaho: Boise State University, Child Development Associate Program
14. Kritchevsky, Sybil; Precott, Elizabeth; with Walling, Lee. PLANNING ENVIRONMENTS FOR YOUNG CHILDREN: PHYSICAL SPACE. Washington, D.C.: National Association for the Education of Young Children, 1969.
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17. Machado, Jeanne M. EARLY CHILDHOOD EXPERIENCES IN LANGUAGE ARTS. Albany, New York: Delmar Publishers, Litton Educational Publishing, Inc., 1975.
18. Mack, Jeanne. EARLY CHILDHOOD DEVELOPMENT AND EDUCATION. Albany, New York: Delmar Publishers, Litton Educational Publishing, Inc., 1975.
19. Mayesky, Mary; Neuman, Donald; and Wlodkowski, Raymond. CREATIVE ACTIVITIES FOR YOUNG CHILDREN. Albany, New York: Delmar Publishers, Litton Educational Publishing, Inc., 1975.
20. Pitcher, Evelyn and others. HELPING YOUNG CHILDREN LEARN. Columbus, Ohio: Charles Merrill Publishing Co., 1974.
- *21. Schoedler, James. PHYSICAL SKILLS FOR YOUNG CHILDREN. New York: The Macmillan Company, Threshold Division, 1973.
22. Scott, Beverly. HOME AND SCHOOL GUIDE TO READING FOUNDATION ACTIVITIES. Chandler, Arizona: Kreative Kapers for Kids, 1974.
23. SPACE FOR LEARNING. DHEW Publication No. (OCD) 72-51. U.S. Department of Health, Education, and Welfare. Office of Child Development, Bureau of Headstart and Child Service Programs, 1972.
- *24. Stecher, Miriam B. "CONCEPT LEARNING THROUGH MOVEMENT IMPROVISATION: THE TEACHER'S ROLE AS CATALYST", in Baker. IDEAS THAT WORK WITH YOUNG CHILDREN. Washington, D.C.: National Association for the Education of Young Children, 1972, pp. 112-122.
25. Steere, Caryl and others. INDIAN TEACHER-AIDE HANDBOOK. Tempe, Arizona: College of Education - Arizona State University, 1965.
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27. Taylor, Barbara. A CHILD GOES FORTH. Provo, Utah: Brigham Young University Press, 1964.
28. Taylor, T. William. "TUBE' PLAY" in Baker. IDEAS THAT WORK WITH YOUNG CHILDREN. Washington, D.C.: National Association for the Education of Young Children, 1972, pp. 50-53.

FREE PAMPHLET THAT CAN BE ORDERED:

Tires Are Tools For Learning
 State Department of Public Welfare
 Social Services Branch
 John H. Reagan Building
 Austin, Texas 78701

ATTENTION: Mabel Pitts

SUPPLEMENT

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EXAMPLES OF ACTIVITIES TO DEVELOP BODY AWARENESS

VOCABULARY CONCEPTS - Body Parts

ankle
arm
back
cheek
chin
elbow
eyes
finger
foot
forehead

hair
hand
head
heel
knee
mouth
neck
nose
seat
skin

shoulder
stomach
thumb
throat
tongue
wrist

1. Play games that involve the child's touching parts of the body that you name. The teacher touches the different body parts and says, "This is my head; touch your head!" Have the children repeat the body parts after you.
2. Ask the children to close their eyes and touch the parts of their body that you name. Notice the children having difficulty.
3. Ask children to touch body parts with other body parts. Examples: Hands to hips, chin to wrist, fingers to shoulders, hands to back, toes to toes.
4. Play "Simon Says" with touching body parts.
5. Play a name-it game. A child touches a body part - head, chest, finger, toe, heel, elbow, knee - and asks the child next to him to "name it".
6. Ask for word responses from children:

I can hear with my _____? (ears)

I can see you with my _____? (eyes)

I can smell flowers with my _____? (nose)

I can chew food with my _____? (teeth)

I can smile with my _____? (mouth)

I clap with my _____? (hands)

I walk on my _____? (feet)

This is not my nose, it's my _____? (eye) (Point to eye)

This is not my ear, it's my _____? (mouth) (Point to mouth)

This is not my mouth, it's my _____? (nose) (Point to Nose)
7. Ask a variety of questions which the children can answer by demonstrating with parts of their body.

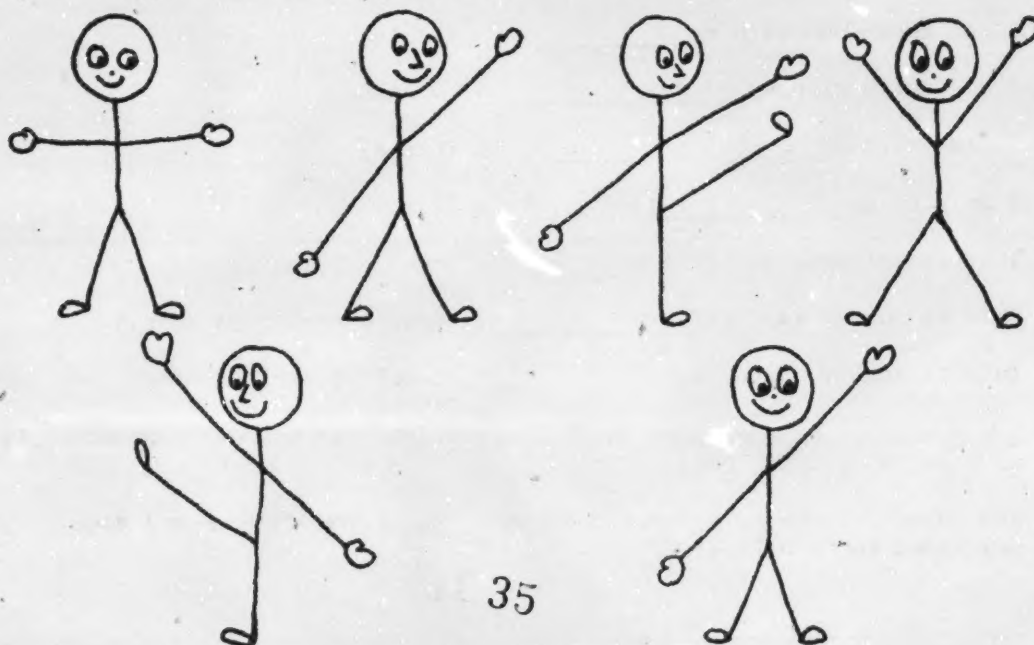
What parts of the body (arms and hands) would you wave up and down if you pretended to be a bird?

What parts of the body (arms and legs) do you use when you climb to the top of the jungle gym?

What part of the body (neck) would you stretch if you wanted to look up at someone who was very tall?

What part of the body (legs) would you stretch if you wanted to step over a big rock?

8. Have child get in position that another person or doll with movable limbs has taken. Locate body parts and their position. Ask: "Which leg is bent?"
9. Have child manipulate manikin or doll to be in the same position that another person has taken. Discuss the body parts involved.
10. Assemble a manikin puzzle and name the body parts.
11. Play the game "Which Part Moved?" using a doll with movable parts. Put a doll in a doll's bed in a circle of children. Have one child go up and look at the doll, and then have him go hide. Choose another child to come up and move one part of the doll. The child comes back from hiding and tells what part of the doll has been moved. If he is correct, he gets to move a body part for the next child. The game can be varied by having a child in place of the doll.
12. Tracing body shapes - Have a child lie down flat on a large piece of paper. Another child traces with a crayon the child's body outline on the paper. Then the child paints or colors in his own body outline. He can put in details such as the eyes, mouth, etc., and color on clothing.
13. Complete incomplete body pictures.
14. Stand in front of children and have them imitate movements you make. Hold each position for an instant and return to original position of standing erect with arms at sides and feet together. Here are some patterns to have children copy. Think of many others.



15. Play games such as "Statues" or "Freeze".
16. Imitate body locomotion movements of animals. The child's body image may be strengthened by requiring the body to assume different positions during prescribed animal walks.
17. Encourage creative movement of all types. Examples: How would you move if you were walking on a floor covered with glue? How would you move if you were popcorn in the popper?
18. Use a variety of wiggle or body movement songs that name body parts.

Examples:

From Resource #25

I wiggle my fingers
 I wiggle my toes
 I wiggle my nose
 Now no more wiggles are left in me
 So I'll fold my hands
 And sit still as I can be.

From Resource #25

Stand up and say:
 Left hand, right hand
 Swing yourself around.
 Left hand, right hand
 Sit right down.

From Resource #25

Touch your toes
 Touch your knees
 Twirl around once
 And sit down please.

From Resource #17

Touch your nose,
 Touch your chin,
 That's the way this game begins.
 Touch your eyes,
 Touch your knees,
 Now pretend your're going to sneeze. (finger under nose)

Touch your hair,
 Touch one ear,
 Touch your two red lips right here.
 Touch your elbows
 Where they bend,
 That's the way this touch game ends.

From Resource #17

HEAD, SHOULDERS

Head, shoulders, knees and toes (stand with both hands, touch in order)
 Head, shoulders, knees and toes
 Head, shoulders, knees and toes
 That's the way the story goes. (clap this line)
 This is my head, this is not (hands on head then feet)
 These are my shoulders, these are not (hands on shoulders, then on knees)
 Here are my knees, watch them wiggle, (wiggle knees)
 Touch my armpits and I giggle. (hand under armpits with laugh)
 Head, shoulders, knees and toes (touch in order)
 That's the way the story goes. (clap)

From Resource #18

MOVEMENT EXERCISE

Down on your elbows (child kneels with elbows on the floor),
 Up on your knees (sits up on knees),
 Sway with the breeze (moves body from side to side),
 Stand up tall (child stands with good posture),
 Reach for the ceiling (stretches arms high),
 Clap your hands (claps hands above head),
 Then, make yourself small (squats on the floor and makes self into a ball).

From Resource #26

Sing this song to the tune of "Merrily We Roll Along."

We touch our toes and then our heads,
 Touch our toes, then our heads,
 We touch our toes, then our heads,
 Let feet go: Stamp, stamp, stamp.
 We touch our knees, stretch up tall
 We touch our knees, and stretch up tall,
 Let hands go: Clap, clap, clap.

Other singing games: "Looby Loo" and "Hokey Pokey"

Sources for Body Awareness Activities:

Resource #5: Cherry.

Resource #10: Frostig (body awareness section)

Resource #21: Schoedler (pp. 14-27)

EXAMPLES OF ACTIVITIES EMPHASIZING POSITION IN SPACE

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(SPACE AND DIRECTION)

VOCABULARY CONCEPTS - Directions

above	up	between
below	down	beginning
in	in front of	below
out	behind	under
on	over	through
around	top	toward
away from	across	next to
near	forward	bottom
beside	backward	
left	nearest	
right	farthest	

SAMPLE ACTIVITIES

1. Direct the children to point in front of them, in back of them, to the side of them, and to the top and bottom of various objects in the room.
2. Direct the children to point above, below, over, under and between objects in the room. Examples: Over the door, above the blocks, under the rocking chair, between the tables, below the chalkboard.
3. Direct the children to move designated body parts in a specific direction. Examples: Put your head down, put your arms in back of you, put your feet over your head, put your fingers under your feet.
4. Direct the children to move their bodies in relation to objects in the room. Examples: Stand in front of the door, move so that you are under a table, stand between two chairs, move so that the doll bed is in front of you, stand behind the water table.
5. Set up an obstacle course. Include something to crawl through (large cardboard box), to step over (large hollow block), to walk under (pole or stick), to squeeze through (two tables placed closely together), to step into (rope, tire, or hula hoop). Use verbal commands to help build awareness of the concepts of under, over, into, etc.
6. Direct the children to point to the right and turn in a complete circle to the right. Direct the children to point to the left and turn in a complete circle to the left. Direct the children to walk to the right, to the left, forward, backward. Direct the children to creep to the right, to the left, forward, backward.
7. In and Out - Use hula hoops, bike tires, or chalk circles to play a game similar to "Musical Chairs." As music is played, children move around the hoops, not stepping on them and not touching each other. When the music stops, each child must jump into a hoop.
8. Build an imaginary bus of chairs. Line the children up and give them directions as they get on the "bus". Examples: Sit in front of Jason. Sit in back of Tyrone. Sit next to Carlene.

EXAMPLES OF ACTIVITIES TO DEVELOP BALANCE SKILLS

HAVE THE CHILDREN DO THESE BALANCING ACTIVITIES:

1. Walk on a line along the tiles in the floor, or on a chalk line drawn on the floor.
2. Stand and balance on one foot, now the other foot. Vary the position of the hands (at sides, on chest, on head, etc.). Do this with eyes open and then closed, which is very difficult.
3. Balance on your tiptoes for a count of 10.
4. Balance on your knees. Balance on one knee and two hands, then one knee and one hand.
5. Play hopping games. Hop following a pattern on the floor.
6. Balance on a three-foot beach ball or barrel. Have a child balance while lying on his stomach, then on hands and knees, finally on knees alone. Rock the ball gently while your child is on it.
7. Balance in an all-fours position. Tell your child to put both his hands and his feet flat on the floor. Have him raise his left hand, right hand, left foot, right foot. Then, both left hand and left foot, right hand and right foot. Then, left hand and right foot, right hand and left foot.
8. Get up from a sitting position on the floor, keeping arms folded across chest.
9. Standing, lean forward. How far can you lean without losing your balance?
10. Lean backward. How far can you lean back without losing your balance?
11. Lay a rope on the floor. Try to walk on the rope.

EQUIPMENT AND WAYS TO USE IT

Balance beam, sometimes referred to as a walking board

Use one 2" x 4" board - 12' long

Use three support cross sections 4" x 6" x 8"

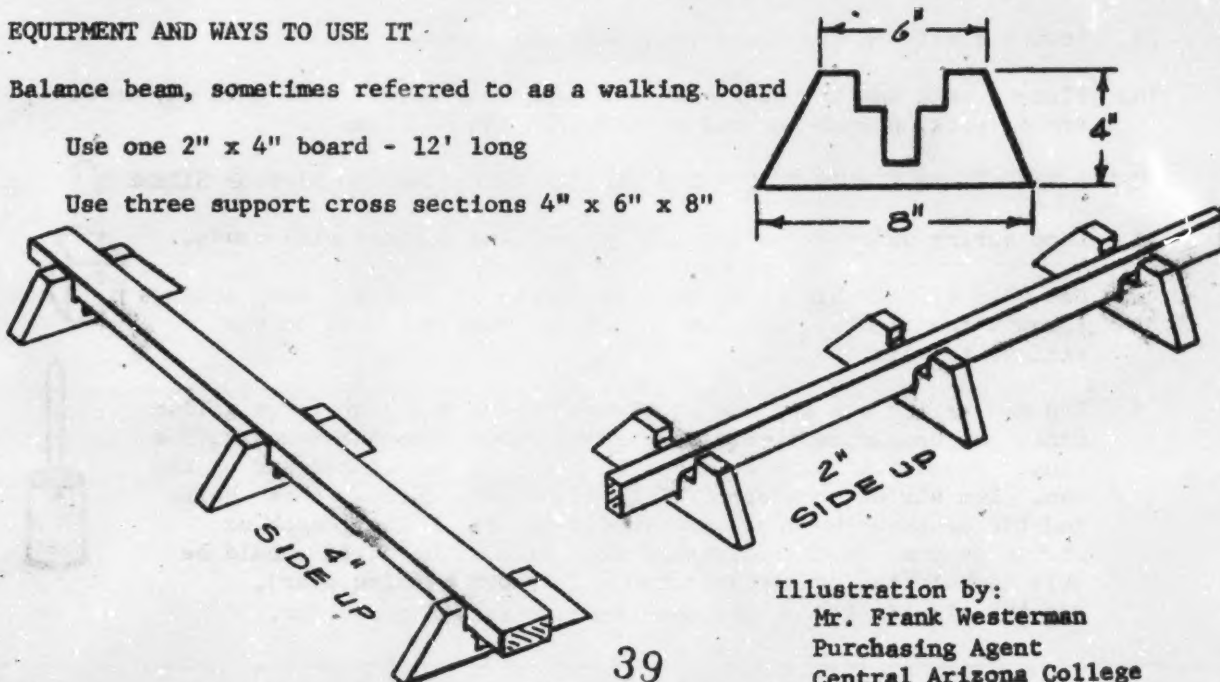


Illustration by:
Mr. Frank Westerman
Purchasing Agent
Central Arizona College

Have the children use the balance beam in any number of ways. You think of some and they'll think of many more.

1. Walk forward.
2. Walk backward (teacher should be near to watch as the end of the beam is approached).
3. Walk sideways.
4. Walk forward using the follow-step walk (step forward with one foot, close the other foot to it, then step forward again, close again, and so on).
5. Walk using a tightrope walk (step onto the beam with the left foot, then place the right heel at the left toe, then the left heel at the right toe, and continue all the way across).
6. Crawl across the beam.
7. Walk forward with arms straight out to sides.
8. Walk on tiptoe all the way across the beam.
9. Walk forward with arms folded on chest.
10. Walk forward with arms straight over head.
11. Walk to center, turn, and return to start without falling off.
12. Balance a beanbag on your head while walking.
13. Walk backward with arms straight out to sides.
14. Try walking the beam like various animals.
15. Bounce a ball on the floor while walking across.
16. Place a bean bag on the floor near center of beam. Walk part way on beam, stoop, pick up bean bag and continue to end of beam.

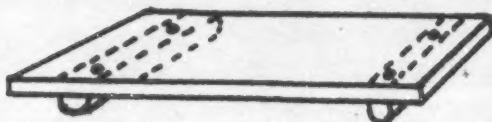
USE A VARIETY OF STILTS TO DEVELOP BALANCE SKILLS AND TO DEVELOP SILENCE

1. Loop string under shoes and walk by pulling strings with hands.
2. Use 4" x 4" x 4" blocks of wood as a type of stilts. Loop strings through the blocks. Step on the wood blocks and pull on the strings to walk.
3. Tin can stilts can be made from small (tuna size) or large gallon cans. A popular, suitable size can be made from one-pound coffee cans. Punch two holes on opposite sides of the closed end of the can. Run string or plastic clothesline rope through these holes and tie so that the knots are inside the can. The length of string depends on the height of the child. The child should be able to hold the ropes comfortably (without bending over). Put the plastic lid on the open end to protect the floor.



JUMPING BOARD

Use one piece of plywood ($3/4"$ x 2' x 6')



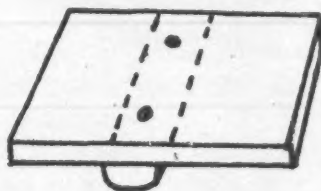
Use 2 pieces of 4" x 4" x 2'
and round the bottoms.

The children will find this a fun piece of equipment that can be used in a number of ways.

1. Jump with both feet.
2. Jump on left foot only.
3. Jump on right foot only.
4. Jump in time to a simple nursery rhyme.
5. Jump with a friend. Hold hands and jump together.
6. Jump and toss bean bags into a basket.
7. Draw a chalk line down the center of the board. Jump from one side of the line to the other.

BALANCE BOARD

Use one piece of plywood ($3/4"$ x 18" x 24").
Nail or screw a 4" x 4" x 18" piece of wood across the board and round off corners.



Ways to use the balance board:

1. Stand on the board and move it in a seesaw fashion from one end to the other.
2. Try to balance on the board, maintaining control so that neither side of the board touches the floor.
3. Two children can stand on either end and move the board in a seesaw action.
4. Sit and balance on the board.
5. Place a bean bag on the end of the board touching the floor. Jump onto the other end and try to catch the bean bag as it flies up in the air.

Sources for balance activities:

Resource #2: Bentley (pp. 39-45).

Resource #21: Schoedler (pp. 30-41).

EXAMPLES OF BASIC MOVEMENT ACTIVITIES

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VOCABULARY CONCEPTS - Movement

walk	leap	land	climb	reach	straight-stiff
hop	skip	drop	slide	start	crawl
jump	gallop	sit	shake	stop	catch
run	stand	lie	twist	melt	throw
bounce	balance	bend	turn	relax	watch
touch	fall	stretch	roll	swing	toss
				sway	

ACTIVITIES:

1. Use many variations of walking: Slow, fast, backward, like a soldier, expressing moods such as happy or sad or funny, on heels, toes together, etc.
2. Do animal walks.
 - a. Duck walk: Squat, grasp shins with each hand walk forward.
 - b. Elephant walk: Knees straight, bend at hips, put weight on all fours.
 - c. Crab walk: Lie down on your back on the floor, raise trunk off the floor on all fours, move forward and backward.
3. Have a child run in place, beginning at a slow pace and gradually going faster.
4. March to music.
5. Jumping activities:
 - a. Jumping line: Child jumps forward and backward over a line for a given number of times.
 - b. Standing jump: Jump forward for distance from a standing position.
 - c. Obstacle jump: Place a small object (pencil, comb, block) on the floor and have the child jump over it. Then place two objects side by side and have the child jump over them. Add interest by increasing the number of objects.
 - d. Jumping jacks.
6. Let the children play "Follow the Leader". One child is chosen to be the leader, the others imitate his movements.
7. Fill a bucket with water and let the children "paint" the building with water. Use real paint brushes $1\frac{1}{2}$ " - 2" wide and use buckets small enough to be carried around.
8. Play wheelbarrow: Weight is on the hands while a second person holds a child's legs and walks forward.
9. Use movement to reinforce concepts. Examples: Move in circles, squares, triangles. Encourage child to say what he is doing, such as "up, down, turn around".

10. Use body action plays.

Examples:

From Resource #17

RING AROUND THE ROSY

Ring around the rosy (form circle by holding hands)
Pockets full of posies (pretend to put something in pocket)
Ashes, ashes
All fall down. (fall down)

Ring around the chair (place a chair in center of room, form circle by holding hands)
There's no one sitting there
Ashes, ashes
All fall down.

Pick up all the toys (pick up a toy yourself)
Pick up all the toys
Put them all away, helpful girls and boys (put on shelf)

Ring around the rosy (form circle)
Pockets full of posies (pretend)
Ashes, ashes
All fall down. (fall down)

From Resource #17

TEDDY BEAR, TEDDY BEAR

Encourage children to jump in rhythm to this jumprope chant while doing what the rhyme says. This is good for working out the wiggles.

Teddy Bear, Teddy Bear turn around,
Teddy Bear, Teddy Bear, touch the ground,
Teddy Bear, Teddy Bear, show your shoe,
Teddy Bear, Teddy Bear, that will do.

Teddy Bear, Teddy Bear, go upstairs (alternate hands upwards),
Teddy Bear, Teddy Bear, say your prayers.

Teddy Bear, Teddy Bear, turn off the light,
Teddy Bear, Teddy Bear, say goodnight (lie down, pretend to snore).

From Resource #25

Stand up tall
Sit down small
Tall - small
Roll like a ball
Now - -
Put on a shawl
Fall - -
And be small.

Sources for basic movement activities:

Resource #2: Bentley

Resource #3: Brake (section on gross motor skills)

Resource #5: Cherry

Resource #8: Edmund (section on movement education)

Resource #10: Frostig

Resource #21: Schoedler (pp. 44-69)

SUPPLEMENT #5

EXAMPLES OF ACTIVITIES FOR DEVELOPING CATCHING AND PROPELLING

(PUSHING, ROLLING, BOUNCING, KICKING, THROWING)

SKILLS

SAMPLES OF EQUIPMENT TO HELP DEVELOP CATCHING AND PROPELLING SKILLS:

1. Balloons.
2. Play balls of all sizes.
3. Beach balls.
4. Sponge balls.
5. Yarn balls.
6. Bean bags in a variety of shapes, sizes, and weights (made out of jean or other strong material).
7. Hoops.
8. Tires.
9. Targets of all types.
10. Ring toss game.
11. Scoops made from cut out plastic bottles (excellent for developing hand-eye coordination and provide an extension for the hand).



12. Clothes hanger rackets.

Materials: 2 heavy wire clothes hangers, 2 nylon stockings or 2 legs of a panty hose, masking tape.

Directions:

1. Holding the two hangers by the hanger parts, pull the center of the straight parts until they form a diamond shape.
2. Straighten the curve of the hangers and curl up the end to form a loop.
3. Use the masking tape to tape the hangers together at the four corners of the diamond.
4. Slip stocking over the top of the racket so that the toe fits snugly over the top corner.
5. Pull the stocking firmly over the diamond shape and wrap excess stocking around the handles. Repeat 4 and 5.
6. Tape around the handles to hold firmly in place and to safely pad the hanger loop.
7. Use the racket with lightweight balls such as yarn or sponge balls.



SOME ACTIVITIES FOR THE CHILDREN:

1. Ball rolling

Play catch with the children who are able, or roll the ball to the children who cannot catch yet. Notice which one can catch and return the ball.

Variation:

Call and Roll Game

Children sit in a circle. Two large rubber balls are used. The balls are handed to two children on opposite sides of the circle. Each child with a ball must call out the name of another child in the circle and roll the ball to that child.

2. Bean bag toss

Make a large circle on the floor with a rope. Children aim and toss a bean bag into it.

3. Block bowling

Set up long unit blocks on floor. Let children take turns knocking them down by rolling a ball at them. Milk carton blocks can be used for this game, too.

4. Have the children hit balloons and play a "keep it in the air" game.
5. Slice bean bags across a smooth surface. How far can they slide the bag?
6. Bounce a ball into a tire or hoop.
7. Roll and catch a hoop.
8. Kick balls against a wall.

Sources for receiving and propelling activities:

Resource #2: Bentley

Resource #3: Brake (section on gross motor skills)

Resource #21: Schoedler (pp. 73-87)

IDEAS TO KEEP IN MIND WHEN PLANNING GROUP GAMES:

1. Know the abilities of the children who are expected to play the games.
2. Remove any safety hazards.
3. Match the game to the weather conditions (too cold out? too warm?).
4. Plan for enough space and have the needed equipment ready.
5. Consider the feelings of children who lose, if the game creates that kind of a situation.
6. Don't force children to play the game.
7. Keep the size of the group small.

TRADITIONAL CIRCLE SONG GAMES THAT ARE ALWAYS POPULAR WITH CHILDREN:

1. Here We Go Round The Mulberry Bush
2. Ring Around The Rosy
3. Looby Loo
4. The Farmer In The Dell

POSSIBILITIES FOR GROUP GAMES TO USE WITH THE CHILDREN:

1. Stop and Go

Children walk around doing whatever they want with their arms and bodies. When the teacher says "stop" the children must freeze and hold that position until the teacher says "go". Children move creatively and assume interesting positions.

2. Jump Over the River

Teams can be selected for this game. Two long sticks can serve as the banks of the river. Children must jump from one bank to the other. The sticks should be moved farther apart at times to make a wider river. Children must work out ways to get their team from one side of the river to the other.

3. Duck, Duck, Goose

Formation: Single circle, all children seated

Directions: IT walks around the outside of the circle and pats each child on the head saying "Duck" to each. When IT pats a child's head and says "Goose", that child gets up and chases IT once around the circle and back to the chaser's place. If IT is tagged, the chaser becomes IT and the old IT goes into the duck pond (center) where he stays until someone else is tagged. If not tagged, IT is IT again.

4. Circle Ball

Formation: Single circle

Directions: One child, IT, stands in the center, tosses ball up in the air, and calls a player's name. Child called must run in and catch ball before it bounces more than once. If successful, he becomes the new IT. If he does not catch the ball before it bounces, the original IT tosses the ball up again.

5. Tag

Formation: Informal

Directions: One child is IT and the other players scatter around the play area. IT runs after the others trying to tag someone. The child tagged becomes the next IT, and the game continues. Designated spots on floor or ground may be safety spots where a child may run and where IT may not tag him.

6. Cat and Rat

Formation: Single circle, hands joined

Directions: One child is the rat and one is the cat. The cat chases the rat. The chase goes in, out, and around the circle. The children in the circle hold hands up or down to let the rat by and stop the cat. They try to keep the cat from catching the rat.

7. Cat and Birds

Formation: Single circle, hands joined

Directions: Four children, called birds, stand in the center of the circle, the bird cage, and one child, the cat, stands outside. On a signal from the teacher, the cat rushes into the bird cage and tries to tag all the birds. The birds may "fly" anywhere inside the cage, dodge, and change directions, but they may not run out of the cage to avoid being tagged. When tagged, a bird goes back to his place on the circle. The last bird tagged becomes the new cat, and four new birds are chosen. **SAFETY PRECAUTION:** Bird cage should be made as large as possible to give birds enough room to run and change directions.

8. Spider and Flies

Directions: On a signal from the teacher the flies walk in and around the spider. The spider is squatting down in his web. When he jumps up, all flies stop walking around and run to the nearest goal. Those tagged by the spider become his helpers and go into the web. Game continues for given period of time when all flies not caught win. **SAFETY PRECAUTION:** All flies should walk the same way (right) around the spider to avoid collisions.

9. Ma'ii, Ma'ii (Coyote, Coyote) - A Navajo Game

Directions: On the ground, lay out a line and a circle about 25 feet apart. One child is Ma'ii, the coyote. The other children are sheep. Ma'ii stands on the line with his back to the sheep, who sneak out of the corral (circle) toward him. When they get as close as they dare, they yell: "Ma'ii, Ma'ii" and run back to the corral as Ma'ii chases them. The corral is safe. Any sheep who are tagged become coyotes and the game is played until all the sheep are caught. (Pronounce Ma'ii: ma, as in "Mama", stop, then ii as "easy") This game is attributed to Morgan Allsup - CDA Advisor - ONEO.

CHECK LIST FOR ASSESSING CHILDREN IN LARGE MOTOR SKILLS

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HOW TO USE THE LARGE MUSCLE SKILL CHECKLIST

The Large Muscle checklist is intended primarily to be useful for you in your planning for individual children. Use it in a way that works for you - do not feel that every item must be checked for every child - for example, if a five year old child is able to do those skills listed between the four and five year level, it may not be necessary to check the skills at lower levels.

Use the checklist informally. Do not "test" each child on each skill. Most of the items you should be able to mark on the basis of your prior observation - if you see Jim throwing and catching balls everyday, it is clear that he has this skill. If you cannot remember seeing a child throw or catch a ball, ask him to play with you and observe him. Do not say, "now we are going to test you to see if you can catch a ball." Many of the checklist items may be incorporated into games or observed during regular school activities. Some children who are shy or do not participate in group activities may need to be singled out for attention by the teacher - do not assume because a child refuses to play a game which involves throwing and catching that he cannot throw and catch.

Mark the checklist using these symbols: "X" if you have frequently observed the child using this skill; "/" if you have sometimes observed this skill; "-" if you have never seen the child use this skill. Only use this last symbol if you have made several efforts to determine if the child can do the task - it is an indication that you believe the child does not yet have the skill in question.

Each child is an individual and has developed differently. It is normal for children of the same age to vary quite a bit in their skill development. The checklist may indicate a need to refer a child for evaluation by a professional if he seems far behind the indicated levels in one or more areas. It is not intended to be diagnostic, and will not indicate the nature of a possible problem, or even whether a problem exists. It will help you to organize your observations so as to indicate the possible presence of a problem. If a child seems generally behind his peers or the development levels for his age indicated on the checklist, be sure to observe him in various classroom activities to see if there are other ways in which he differs from the other children. Then refer him to a physician or child evaluation specialist for evaluation. Give the specialist your information very objectively; do not attempt to draw conclusions about the child.

The skills on the checklist are skills which are normally acquired by young children as they develop and as they participate in classroom activities. Do not use them as teaching objectives, but use the information gained from the checklist in planning activities appropriate for individual children and groups of children. If several children do not know the names of certain body parts, provide a game for those children in which they will use these names, or use dolls, puppets or flannel board figures to help them learn. Use the checklist information to ensure that each child's activity is challenging but not frustrating; that he is attempting new skills, but building on skills he has already mastered; that he is not spending a lot of time with activities which may be boring for him.

The checklist is intended to be used three times during the school year. Space is provided at the end for comments or notes about needs for referral or individual objectives.

LARGE MUSCLE CHECKLIST

Child's Name _____ Child's Date of Birth _____

Check Code: X = Frequently; / = Sometimes; - = Not Observed

AGE	ASSESSMENT				
	W	N	-		
3				1. Body Parts and Position	
				Can touch these body parts when asked:	
				head	
				nose	
				eyes	
				ears	
				knees	
				mouth	
				hands	
				feet	
				toes	
				arms	
				legs	
				stomach	
	4				shoulders
				elbows	
				ankles	
				hips	
				chest	
5					Can point to these positions when asked:
					up
					down
					front
					back
					right side
5					left side

3	1	5	2. Rhythmic Movement			Can move spontaneously to music
						Can reproduce a simple rhythm pattern (XXX-XXX-)
						Can move expressively to music
						Can skip
						Can reproduce a complex rhythm pattern (XXXXX-X-XXX-XXX-)
3	2	5	3. Balance			Can walk with a rhythmic gait
						Can jump in place
						Can walk forward and backward
						Can stand on one foot and maintain momentary balance
						Can tip toe and maintain balance
						Can do a running or standing broad jump using both feet
						Can follow a walking pattern (paper footprints laid on the floor to form a path)
						Can hop on one foot for 3 hops
						Can stand on one foot for 5 seconds
						Can perform tasks on the balance beam (4" side): walk forward, backward, sideways
3	2	5				Can hop on one foot for 8 hops
						Can jump or leap a distance of 2 feet
			4. Catching and throwing			Can roll a ball
						Can bounce a ball
						Can kick a ball that is rolled to him
						Can throw a ball or a bean bag
						Can catch a ball or a bean bag
3	2	5				Can throw a bean bag to a specified target
						Can catch a bean bag thrown to him from 8 feet away

3			
4			
5			
3			
4			
5			

5. Maneuvering Around Obstacles

Can move through a simple obstacle course - a simple maze made of large blocks or pieces of furniture

Can move through an obstacle course - through or under an obstacle and over an obstacle

Can move through the following obstacle course:
Step over an obstacle as high as his knees without touching it - duck under an obstacle about 2 inches lower than his shoulders without touching it - squeeze through a narrow opening without touching obstacles.

6. Movement and Language

Can perform a given action quickly or slowly as directed

Can perform 2 actions in order from verbal instructions

Can move body parts as directed

Can remember and perform 3 actions in order from verbal instructions

Can perform walking, marching, galloping, hopping and bending when directed

Can point to a specified position when blindfolded

Can describe actions of self and others verbally

COMMENTS - OBJECTIVES - INDICATIONS FOR REFERRAL

1st Assessment	Date _____	Age: Years ____ Months ____
2nd Assessment	Date _____	Age: Years ____ Months ____
3rd Assessment	Date _____	Age: Years ____ Months ____

Sources for basic movement activities:

Resource #2: Bentley

Resource #3: Brake (section on gross motor skills)

Resource #5: Cherry

Resource #8: Edmund (section on movement education)

Resource #10: Frostig

Resource #21: Schoedler (pp. 44-69)